

2014-2015 Instructional Program Review

Program Name: **Cosmetology**

Program Contact: **Boosalis-Oler, Maribeck**

Academic Year: **2014-2015**

Status: **Submitted for review**

Updated on: **03/26/2015 08:43 AM**

1. Description of Program

Provide a brief description of the program and how it supports the college's **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16, 5 in 5 College Strategies, Spring 2011**, and other **Institutional Program Planning** as appropriate.

The Cosmetology Program is primarily a 13-month certificate program (an associate degree is also available) leading to licensure by the State of California Board of Barbering and Cosmetology. The training begins with two ten-unit courses, COSM 712 and COSM 722 in which students enroll concurrently. Upon successful completion of COSM 712 and COSM 722, students progress to COSM 732, COSM 742, COSM 746, COSM 749 and COSM 757 enrolling in these classes until they accrue 1600 clock hours, obtain mandated hours of instruction in theoretical subjects and practical operations, and pass the mock board exam (75% correct). The completion of this course work and clock hours qualifies students to sit for the state exam and earn a Cosmetology License.

The cosmetology program fulfills the mission and diversity statement of the College of San Mateo by offering its career and technical program to a diverse student population. In the most recent PRIE data the student enrollment is 37.1% Hispanic, 33.7% White, and 3.1% Asian. The success rate of the total population at 78.8% is above that of the college total of 70.2%. Retention in this program at 92.6% is a direct reflection on the inclusive and supportive environment for all students and greatly exceeds the college total of 84.1%. The faculty and staff make it a priority to create an inclusive program that accommodates students beyond the normal requirements of the college/state. The Cosmetology department aligns with the principle of equal opportunity of all which is reflected in the diversity exhibited in the faculty. Within the department, the faculty consists of one African-American, one Latino and one white full time instructor. The adjunct instructor is a Latino male. These are important role models for the students because every one of these instructors came to the college with substantial industry experience which gave them an important part of the qualifications to teach in our Cosmetology program.

The Cosmetology faculty and staff are striving to ensure that our program works efficiently to deliver the best education to the students. We are working with the library to do some research activities with the students and plan on using the support of the learning center to give the students opportunity to receive assistance in their understanding of theoretical subjects. We are constantly implementing new strategies of learning that will give students higher degrees of success.

2. Student Learning and Program Data

A. Discuss Student Learning Outcomes Assessment

1. Reflect on recent SLO assessment results for courses offered by the program. Identify trends and discuss areas in need of improvement.

The action step taken to improve outcomes for passing the practical exam: Mock State Board Exam results were used to identify individual

student learning deficiencies.

Additional operation assignments were assigned prior to issuance of the certified document issued to the State (for admittance to State Exam),

This strategy is utilized to improve the success rate for CSM students taking the State Licensing Exam. In addition to this tactic for increasing our student success rate, we have implemented an additional action step. Students receive a daily practical assignment that is graded by the teacher on the lab floor in "real time" allowing the instructor to immediately reinforce the principal at issue. This appraisal informs the instructor of the strengths and weaknesses of each student and allows for targeted instruction or assignments to strengthen student knowledge prior to taking the State exam.

The pass rate since the last program review has been at a consistent high percentage for the practical portion of the State Licensing exam. State Board of Barbering and Cosmetology has just posted the pass and fail scores for the last year and as stated in the last program review, this is because they implemented a new computer software system and have not sent out score information. Below is a chart that gives our pass/fail percentages for the last quarter of 2013 and all four quarters of 2014. The columns indicate the quarter, the percentage of the pass rate for the practical exam portion, the number of students who took for the practical portion, the percentage of the pass rate for the written portion of the exam and the number of students who sat for the written portion.

Note: We have no student numbers for the last quarter of 2013 and also note that the number of students who take the practical portion does not necessarily reflect the same number of students who sat for the written. This is because there is a greater number of students failing the written exam and they come back to re-take.

Quarter	Practical	Nr.	Written	Nr.
October to December 31, 2013	88%	unknown	63%	unknown
January to March 31, 2014	100%	16	59%	17
April to June 30, 2014	100%	13	53%	15
July to September 30, 2014	100%	2	33%	6
October to December 31, 2014	83%	12	94%	18

The pass rate for the written portion of the exam practically doubled for the last quarter of 2014. We continue to focus on improving the students pass rate for the State Licensing exam and to maintain the high percentages that we have for the last quarter of 2014. We have taken the action step of adding to the curriculum the Milady text workbook and we feel that this has been effective to reinforce learning. The last quarter pass rate also meets the assessment results for SLO #1. Students demonstrate 75% correct (passing grade) on the written portion of the licensing exam. We will be taking further action steps to set a new trend that shows we meet the standard of this SLO.

We find that SLO #2 has been met and exceeded for the Practical portion of the State Licensing exam. Students are to demonstrate the ability to obtain 75% correct (passing grade) and we have been at 100% for 3 quarters with a slight fall to 83%. We have every confidence to keep our pass rate of the practical portion at the level of excellence that we have had in this past year.

SLO;s #3 to 5 all focus on the students ability to perform well in a simulated work place environment which is provided by the Cosmetology department on a daily basis as the students work on clients. Students performing successful services on clients demonstrate the ability to evaluate client needs and select appropriate products and techniques to achieve quality work. Students are also demonstrating the ability to cooperate and work as team members and to practice work habits that will ensure they become and remain employed in the community. Assessments for these SLO's are done on a daily basis and also when students are preparing for the Mock State Board exam administered during their senior semester.

SLO #6 Practice the strategy of life-long learning to stay current with industry standards needs to be reviewed and revised. The faculty feels

that this is not a truly viable assessment. This SLO is Has been removed as of the last program review.

The trend that has emerged is that we are at a constant high rate of passing for the practical exam and the written was constantly at a much lower rate. We feel that the tremendous increase in pass rate for the written in the last quarter will set a new trend.

2. Comment on the success rates in the program SLOs that are aligned with specific course SLOs. What do the program SLO and course data reveal about students completing the program? Identify trends and discuss areas in need of improvement. Is the alignment between course and program SLOs appropriate and informative? See **course-to-program SLO alignment mapping**.

The program SLOS are aligned with course SLOS.

Program SLO #2 Pass the practical section of the State of California Board of Barbering and Cosmetology licensing exam is aligned with course SLO #1 Demonstrate the ability to obtain 75% correct (passing grade the practical section of the State of California Board of Barbering and Cosmetology licensing exam). The success rate is averaging 96% for the last 4 quarters and this alignment is very informative and very important to the success of the program.

Program SLO #3 Pass the written section of the State of California Board of Barbering and Cosmetology licensing exam is aligned with course SLO #2 Demonstrate the ability to obtain 75% correct (passing grade) on the written section of the State of California Board of Barbering and Cosmetology licensing exam. This alignment is as important and informative as the practical alignment between program and course SLOs. Our program has not had the same success rate as in the practical and has been a critical issue that has been addressed by the faculty for the past few years. The increase in the pass rate for the last quarter was significant and we will be analyzing what new action steps have worked to bring this success.

3. Evaluate the program SLOs in relation to survey data from the degree and certificate award earners survey. What does the survey data reveal about the effectiveness of the program SLOs? Identify trends and discuss areas in need of improvement.

SLO #1 Evaluate client needs and select appropriate techniques and products to achieve desired results has 75% of the students completed the survey with "agree strongly" (50%) "agree" (25%) and 25% "strongly disagree". This speaks to the students feeling that they can go into industry and be able to work on clients with confidence in their skills.

SLO #2 Pass the practical section of the State of California Board of Barbering and Cosmetology licensing exam. 80% of the students replied that they "agree strongly" and 20% "strongly disagree" This is a very important and effective SLO as it is the end goal of the program for students to be successful.

SLO #3 Pass the written section of the State of California Board of Barbering and Cosmetology licensing exam. The same percentages apply as in previous SLO. This also is a very important and effective SLO as it is the end goal of the program for students to be successful.

SLO #4 Practice work habits that meets with industry standards and practice life-long learning to remain current with industry standards. Again the scores were the same exactly as in SLO 2 and 3. This SLO shows the how successful the program was to instill in the students the importance of continuing education and how important it is to an ever changing industry.

SLO #4 Work effectively as a member of the team. This important SLO also aligns with course SLOs and teaches the student how to work in a simulated work place and how important effective communication will be in the success of their career. The same scores were given as in SLOs 2 through 4.

The trend seen here is that students felt strongly that their education in the Cosmetology program was understood and successful. The fact that a student felt "strongly disagree" for every SLO tells that there is some students that do not have the same feeling of confidence in the program and/or in them selves. This will be addressed by faculty to see what can cause this large difference in how effective our SLOs seem to students.

It was interesting to see that 80% thought that the SLO #3 was met by the program and yet the pass rate was low. This also should be analyzed by faculty.

4. Describe any additional methods used to assess program SLOs and reflect on the results of those assessments.

SLO #1 is assessed continually on every client day when the student is able to do services on the clients. The instructor guides them with technique and product choices but the student is encouraged to give their input into the needs of the clients.

They are assessed in daily lab assignment while working on mannequins when they must choose the correct products for the services and use their skills to do the best possible service.

SLO #2 and #3 are assessed when we receive the quarterly report from St. Board of Barbering and Cosmetology. The students are also assessed by the action step implemented of "10 questions" where daily they answer 10 multiple choice questions that they could have on their written portion of the exam. Practical skills drills throughout the classes and mock board on the senior side also give the faculty valuable insight on the possible success of the student when they sit for their exams.

SLO #4 and #5 are assessed in many ways - observation on a daily basis of how students interact with each other and with clients. The class as a simulated work place is always at State Board and industry standards and the faculty can assess students through observation and assignments.

These assessments occur regularly and are valuable to the faculty to keep the program running at optimum efficiency and to address areas that seem to be out of focus.

5. For any courses in the program that satisfy a GE requirement, which GE SLOs are supported or reinforced by the course SLOs? What do assessment results for the course SLOs reveal about student attainment of the GE SLOs? See **GE SLO Alignment Summary Report** or **All Courses GE SLO Alignment Data**.

The College's Course alignment to institutional SLOs shows that The critical thinking SLO aligns and so does effective communications. We are concerned that Social Awareness and Diversity and Ethical Responsibility/effective citizenship show no alignment.

Social Awareness and Diversity

We are constantly instilling in the students how important it is to be able to accept and work with people of all nationalities and economic backgrounds. The program is designed to enforce this by changing seating charts every few weeks and to change partners each time that the students work on each other. We believe this is a stepping stone to learning to work beside a diverse population. We have other techniques for diversity training throughout the program.

Ethical Responsibility/effective citizenship

We do as much community service and campus events and activities as possible. We feel this is important to train the students to be aware of how their services can be used for the community and we do services for any mental health and disabled programs that is possible. Students also work on clients throughout their 1600 hours and these clients are diverse in age, ethnicity and economic backgrounds.

We feel that our program aligns with these two GE SLOs and we are going to see if SLOs need to be changed to reflect alignment.

B. Student Success Indicators

1. Review **Student Success and Core Program Indicators** and discuss any differences in student success indicators across demographic variables. Also refer to the **College Index** and other relevant sections of the **Educational Master Plan: Update, 2012**, e.g., Student Outcomes and Student Outcomes: Transfer. Basic Skills programs should also refer to **ARCC** data.

The total success rate across all demographic variables in the Cosmetology Department was

78.7%. There is no appreciable difference between any of the ethnicity represented in our diverse student population in success rate. The Cosmetology Department student success rate, 81.7% for the 2013/14 academic year, exceeds the total College actual success rate of 70.2%.

The College Index Target Completion rate for Occupational programs was 86.8% with the actual target of 82.6%. The Cosmetology program's actual completion rate was 78.8% which is slightly down from 80.5%. Demographic variable include Asian success increased from 66.7% to 80% while Hispanic decreased to 79.3 from 85.5 and white decreased to 77.3 from 80.6.

2. Discuss any differences in student success indicators across modes of delivery (on-campus versus distance education). Refer to **Delivery Mode Course Comparison**.

The only mode of delivery for the Cosmetology Department is on-campus. There are no distance education courses offered at this time.

C. Program Efficiency Indicators. Do we deliver programs efficiently given our resources?

Summarize trends in program efficiency as indicated in the **Student Success and Core Program Indicators** (LOAD, Full-time and Part-time FTEF, etc.)

The load for the Cosmetology Program is 777.5 exceeding the College average of 504.3.

The Cosmetology program LOAD is still larger than the College average although both have gone down.

Currently there are three full time faculty teaching four ten-unit classes. We hired a new full time instructor bringing down the LOAD factor but the load is still too high reflecting the need for an additional full time instructor. We have been with out an adjunct instructor for Fall 2014 semester and the Spring 2015 semester and have taken fewer students as a means to alleviate the fact that we do not have enough faculty.

3. Career Technical Education

D. Additional Career Technical Education Data - CTE programs only. (This information is required by California Ed. Code 78016.)

1. Review the program's **Gainful Employment Disclosure Data, External Community**, and other institutional research or labor market data as applicable. Explain how the program meets a documented labor market demand without unnecessary duplication of other training programs in the area. Summarize student outcomes in terms of degrees, certificates, and employment. Identify areas of accomplishment and areas of concern.

Entry level Cosmetology job opportunities are readily available in the San Francisco Bay Area. The Cosmetology Program at the College of

San Mateo has many more applicants than can be accommodated in a given semester.

A total of 93.9% of the students complete on time and receive their certificates every semester.

In the five county Bay Region, there were 21,773 jobs. There will be a 16% projected increase by 2017 which will bring the jobs up to 25,175

2. Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting.

April 21, 2014 was the last meeting

Board members:

George Ferrer XL Salon, 53 E 3rd Ave., San Mateo, CA 94401

Pati Gerathy, Eva's Esthetics, 8251 Capwell Dr., Oakland, CA 94621

Madeline DeMarco, Barberia Salon, 939 Edgewater Blvd., Foster City, CA 94404

Stephani Ramirez, 6400 Village Parkway Suite 104, Dublin, Ca 94568

Debbie Nicholson, Hair Club For Men and Women, 1635 El Camino Real, Millbrae, CA 94030

4. Additional Factors

Discuss additional factors as applicable that impact the program, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See **Institutional Research** as needed.

Faculty have noticed a gradual decline in student readiness. Since the majority of the student population is very young, it becomes more challenging to gain/hold their attention and more stimulating or fast paced modes of learning are currently under development. Much class time is used with re-mediating basic skills in studying techniques and math. There needs to be more individualized instruction in order for unprepared students to function within the Cosmetology Program. However this thinly staffed department has limited capacity available for developing and delivering a more individualized approach to the curriculum. The freshmen/junior instructor has one aide and between the two must be able to give on-on-one attention to 30 to 35 students learning all new material and also give attention to the students (usually 2-6) that have either failed the course or dropped out the previous semesters who have different needs.

The "repeatability" new laws have impacted vocational programs across disciplines and greatly impacted Cosmetology. Cosmetologists must learn hair, skin and nail services and the 1600 hours of instruction takes them through fundamentals to advanced services. Each class layers more information on all the operations that were learned during the freshmen/junior semester. The way the repeatability laws are written - it looks like the program would be teaching the same services every class. Therefore, curriculum has and needs to be re-written so that it reflects different instruction each class. In our industry, it takes time to for skills to develop and that is why the student must move from foundational work to advanced in every service they are required to learn.

Advisory board has recommended many times that our students learn retail as this is a big part of a successful career in the industry. Our students are given a good education in products and their uses but without having retail to actually sell, it hinders a major part of educational growth.

State Board adopted National standard testing, which required a complete revision of the Mock State Board Exam. State Board is still changing their requirements for the practical exam and has now added 100 hours of health and safety to our required curriculum which must

be written into our course outlines for the next school year.

Since the sunset of instructor licensing, it has become difficult to find competent instructors to teach within our program. The minimum requirement of an Associate Degree eliminates most faculty candidates who only completed their Cosmetology certificate (although we do find some that have completed a vocational teaching credential that might receive equivalency). Our college has adopted the policy that all incoming faculty must have a degree and equivalency is no longer accepted. This greatly impacts vocational education as many people that can pass on a wealth of information to our students from years of experience in the industry can no longer qualify to apply for a faculty position. This has increased the difficulty of finding competent instructors.

5. Planning

A. Results of Program Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

For the Spring 2013 Program Review, one of the plans was to improve the academic success of students. The course completion is high but the students who are not native speakers are at a disadvantage, as reflected by the reports from State Board. Student success indicator is at 79% which is down slightly.

The pass rate of the practical portion of The Board of Barbering and Cosmetology Licensing Exam has increased to 95% which is the average for the 4 quarters of Fall 2013, Spring 2014 with the first two quarters of 2014 at 100% pass rate for the practical portion.

Our goal was to bring up the pass rate of the written portion of the Licensing exam. While we were still understaffed, we have implemented the new mock board to be current with the revised State Licensing exam and have also put into place new strategy's to raise students exam scores in theoretical subjects.

Unfortunately, our pass rate of the written portion went down from 64% to 58% as an average of the 4 quarters of 2013/2014.

While it is not included in the above statistics, our last quarter of 2014 (18 students) jumped from 33% (6 students) pass rate from 3rd quarter to 94%.

B. Program Vision

What is the program's *vision* for sustaining and improving student learning and success over the next three years? Make connections to the **College Mission and Diversity Statements, Institutional Priorities, 2013/14-2015/16**, and other **Institutional Program Planning** as appropriate. Address discussion in the Student Learning and Program Data section: SLO assessment results and trends in student success indicators.

[Note: Specific plans to be implemented in the next year should be entered in C of the Planning section.

CTE programs must address changes in the context of completion and employment rates, anticipated labor demand, and any overlap with similar programs in the area as noted in D1 and D2 of the Career Technical Education section.]

The Cosmetology instructional side would be fully staffed with one additional faculty member. That would provide a dedicated instructor for each of its four core classes. It has helped that three staff member positions were upgraded to 12 month status which greatly benefits the program's efficiency. This aligns with the College Mission Statement to improve our student success and promote academic excellence. Changes have been made in positions in Cosmetology which will include a new Program Assistant Coordinator. This position will benefit the program with staff supervision, marketing and administrative work that will take the burden off Faculty allowing them to concentrate on keeping the standards of the program at a high level giving each student a better education. We will need to hire a part time storekeeper so free the Program Assistant during client days and also bring the Office Assistant II from 11 month to 12 month so that the work flow is not interrupted by four weeks of time off during the academic year. It would greatly improve the success of the freshmen/junior class if one more instructional aide could be added as there is much one on one attention needed for the multitude of new operations and services taught in the freshmen semester.

In order to accommodate the learning styles of today's diverse students, wireless video cameras and individual video learning segments for each practical operation should be incorporated into the curriculum. The cameras are used on a daily basis for live demonstrations conducted in the lab. A critical component to aid the preparation of students for the new NIC licensing test would be a complete set of demonstration videos covering each operation on which they will be tested. We will be changing to a new camera system which have many capabilities that we do not have at present. We will be able to video and record demonstrations all around the department instead of being confined to one area. This will support our instruction in many ways allowing the students to be able to review demonstrations when needed.

Wireless headsets are needed to facilitate classroom control in our expansive facility. Staff and faculty need the ability to be in constant communication to maintain a safe and productive learning environment.

1. To guide future faculty and staff development initiatives, describe the professional activities that would be most effective in carrying out the program's vision to improve student learning and success.

There are workshops that the staff and faculty would like to take this year would keep the program current. Skin care has become more important as the new "Spas" have had a tremendous impact on our industry. We are setting up workshops with Eva's Esthetics for advanced skin care. Students have been increasingly interested in special effects make up and instructors need to take more classes at Kryolan to be able to keep the students interest.

Goldwell is also giving instructor classes in advanced Hair color. The program has switched to this high end product because many salons in the industry use Goldwell and we have updated to give our students an advantage when applying for positions in industry.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

Since we have noticed that students have a difficult time reading text and understanding material, we feel that we would benefit from becoming part of the Reading Apprenticeship program. This would give us insight and support on how to help these students.

Faculty would like to work with the learning center to establish ways that cosmetology students can receive tutoring, or at least have an environment to study where they can receive help.

This would also be extremely beneficial to students who have difficulty with the curriculum because English is not their first language.

Students could go to the learning center to take exams. Staff would be available to help them fully understand the material, which can significantly improve the pass rate on the written portion of the state exam.

One new strategy put into place in Fall 2014 is a series of classes with Makiko Ureda to enforce the strategy of learning to work with and do services for a diverse community. This is currently be analyzed and changes have been made to the material presented but we feel that it will be a viable asset to the program.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

See the Resource Requests section below to enter itemized resource requests for next year.
Leave sections blank if no major changes are anticipated.

Faculty

One full time faculty will be retiring in 2018

Equipment and Technology

The esthetics machines—equipment used to perform facial procedures—are at the end of their useful life of five years. The demand for Spa facials and client load has risen dramatically and more machines and tables are needed.

Delicate instruments used in these procedures cannot stand up indefinitely to continuous use by different students who are still learning how to work with them.

Students are becoming more interested in Make up and their skills have grown exponentially. It is necessary that the faculty and staff be able to keep up with the demands of our students and the increasing demands of the industry for make up artists. Two members of faculty and staff already took workshops with Kryolan on air brushing and other members will be taking the workshop. We need to purchase air brushing machines and supplies in order to instruct students in this techniques.

We also need to purchase some more air purifiers for the Senior lab floor to help with the ventilation problem when doing strong chemical services. We have air movers on the freshmen side that we believe may help on the senior side as well.

Instructional Materials

Cosmetology is an ever-changing industry and textbooks are updated every few years which means that instructor materials also need to be updated at the same rate. Instructors need more instructional materials to update the curriculum to meet the demand of an increase of interest by students in the areas of skin care and make up. Air brush make up equipment is needed to instruct in this technique which has become widely used in industry.

Demonstration videos of each operation tested during the new NIC licensing exam. We are also adding workbooks to aid students in comprehending the material that is given to them.

Classified Staff

Since the last program review our instructional aide staff has been updated to be 12 month employees.

Promote the storekeeper position to department coordinator (50% of time) and supervisory storekeeper (50% of time). Currently the Office Assistant II (front desk clerk) operates without any supervision due to the physical layout of the Cosmetology faculty.

The front desk which interacts with the public all day, every day, does not have line-of-sight to anyone else working in the college. Since this position not only handles upset clients but is the repository for cash payments, it is a safety issue to provide periodic supervisory interaction

during the day. Currently, faculty are charged with that responsibility but student needs and classroom schedules have made this arrangement untenable. In addition, the front desk position needs to be relieved for breaks, vacation, illness, etc. and no one is charged with that responsibility at this time.

Therefore, we recommend this upgrade in position which would require hiring a part time bookkeeper for the department. This is at a much lower cost than the solutions being utilized by other community colleges with cosmetology programs. A supervisory position would enable the storekeeper to assist with new student orientation process and manage the duties done by office assistant. A new part time storekeeper would be require because of anticipated student growth rate.

Facilities

There is a need for another table in our break room as only 4 people can eat in there at one time and there is double the staff. We have to use this room for staff meeting also. The break room is all glass and the sun is shining into the all-glass break room from approximately 10:00 AM until 5:00 PM. The heat makes it unbearable to use for most of the year and we are requesting that shades be installed in the break room.

C. Program Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the **Institutional Priorities, 2013/14-2015/16**. For each plan, list actions and measurable outcomes. (Plans may extend beyond a single year.)

Plan 1

Title: Demonstration video library

NIC Demonstration of Services

Performance Criteria videos of all services mandated by The Board of Barbering and Cosmetology to be included in the curriculum of a 1600 hour program.

Description

Develop a video library that Students can use to support their ability to understand the technical material and lead them to obtain higher scores on their State Board Licensing Exam increasing and deepening their knowledge of the State Board required procedures.

Action(s)	Completion Date	Measurable Outcome(s)
Develop Content for video and then produce	Spring 2016	Videos are produced, edited and ready to view
Introduce videos in Freshmen classes to review content	Spring 2017	Track number of students that study video. Measure any improvement in subsequent grading.

Plan 2

Title:
Office Assistant II increased employment to 12-month employment status

Description
Currently this job category is 11-month only and services are required 12 months of the year. This fiscal year \$16,000 was spent on overtime for classified staff.

Action(s)	Completion Date	Measurable Outcome(s)
Improved processing of new student orientation	2014 Fall	<ul style="list-style-type: none"> • More effective and controlled enrollment of students • Increase in productivity of client services • Will match curriculum delivery structure with sister college

Improved services offered to students for purchase of Cosmetology Kits	Fall 2015	Students receiving kits at the start of program enables students to progress faster.

6. Resource Requests

Itemized Resource Requests

List the resources needed for ongoing program operation.

Faculty

NOTE: To make a faculty position request, complete **Full-time Faculty Position Request Form** and notify your Dean. This request is separate from the program review.

Full-time faculty requests	Number of positions
One full time faculty	1

Equipment and Technology

Description	Cost
3 Airbrush compressor and all supportive supplies	\$633.13 per unit for a total of \$1899.39

8 wireless radio head sets	approximate \$3,000.00 for a full system for all staff
2 Ridgid 3sp 1600 CFM Air movers	\$265.99 each
3 LED lights for Gel nails	\$265 to \$299 each
10 Facial Ozone steamer w/ 5 diopter magnifying lamp	\$398 each - approx \$3980
10 facial trolleys	\$ 289 ea for approx \$2,890
8 Galvanic facial machine	\$349 ea for approx \$2792
8 High Frequency facial machines	\$339 ea for approx \$2712

Instructional Material

Description	Cost
Miladys Interactive Games ISBN-13 9781439058855	\$94.95
Miladys Skin Care and Cosmetics ingredients Dictionary ISBN-13 9781285060798 3 copies for full time faculty \$50.95 ea	\$152.85
Aromatherapy: Essential Oils for Esthetics ISBN-13 9781401898953	\$60.95
Miladys Make Up Course Management Guide ISBN-13 9781111539627	\$279.95
Miladys Make Up Instructor support slides ISBN-13 9781111539634	\$174.95
Miladys DVD Series Make Up ISBN-13 9781111539641	\$395.95
Miladys Beauty and Wellness Dictionary, 3rd edition \$39.95 each ISBN-13: 9781133686989	\$119.85
Miladys Student Workbook ISBN-13: 9781111539610	\$29.95
Successful Salon and Spa Management, 6thed. IBSN-13: 9781435482463 \$77.95	\$77.95
Spa Business Straegies ISBN-13: 9781435482098	\$90.95

Classified Staff

Description	Cost
Increasing Office Assistant II from 11 month employee status to 12 month employee status	Unknown

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description	Cost
Break room improvements - Shades to reduce the heat of the sun and an additional table for staff to be able to sit and eat	Unknown

7. Program Maintenance

A. Course Outline Updates

Review the **course outline update record**. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the **Committee on Instruction website for course submission instructions**. Contact your division's **COI representatives** if you have questions about submission deadlines. **Career and Technical Education courses must be updated every two years.**

Courses to be updated	Faculty contact	Submission month
COSM 757 Salon Management and Technique	Becky Boosalis	November

	Andria Nalls, Aurora Medrano	

B. Website Review

Review the program's website(s) annually and update as needed.

Faculty contact(s)	Date of next review/update
Andria Nalls	September 2014

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Maribeck Boosalis	Fall 2016
Andria Nalls	Fall 2016
Aurora Medrano	Fall 2016
